**Creating Your Own Version of Kookaburra**

Robert Madden

**Description/Overview of Lesson**

Fourth grade students will be asked to use their netbooks and free internet programs to create their own version of Kookaburra that will include a 16 beat percussion accompaniment. To accomplish this, they will use a provided voice recording of Kookaburra, Aviary Music Creator, and Aviary Music editor. Their beat will include at least two rhythms assigned to two different instruments and should line up with the vocal track.

**List of Resources**

1. Student netbooks

2. Music player on netbooks

3. Teacher recording of Kookaburra

4. Firefox web browser

5. Aviary Music Creator

6. Aviary Music Editor

7. Headphones

8. Promethean board/Projector

9. Rhythm worksheet and pencils for planning

**List of Standards Addressed (NETS, 21st Century)**

NETS

1a. Students apply existing knowledge to generate new ideas, products, or processes.

1b. Students create original works as a means of personal or group expression.

2a. Students will interact, collaborate, and publish with peers, experts, or others

employing a variety of digital environments and media.

4b. Students plan and manage activities to develop a solution or complete a project.

6a. Students understand and use technology systems.

6b. Students select and use applications effectively and productively.

6d. Students transfer current knowledge to learning of new technologies.

21st Century Standards

This project promotes the mastery of a core subject: The Arts

This project encourages students to utilize multiple media and technologies

This project asks that students understand and utilize the most appropriate media

creation tools, characteristics and conventions

This project has students using technology as a tool to evaluate and communicate

information

This project asks students to show initiative and self-direction.

**School/District Goals Addressed**

District goals

* Students will notate simple rhythms
* Students will create simple rhythmic patterns
* Students will create short selections using a variety of sounds sources
* Students will listen to, analyze, and evaluate music examples.

School goals

* Utilize netbooks in a variety of curricular areas
* Have students use netbooks/technology to create meaningful products

**Student Learning Objectives**

a) Students will use Aviary Music Creator and Music Editor to create their own

version of Kookaburra that includes a 16 beat accompaniment.

b) The 16 beat accompaniment will consist of at least two measures of rhythm

assigned to two different instruments (one measure per instrument).

c) The measures will use quarter notes, eighth notes, sixteenth notes, and/or

quarter rests. Students should use all provided rhythms in the sum of their

measures.

d) In the final product, the vocal track will line up with the percussion

accompaniment

e) The final product will also include an introduction or conclusion for their final

product.

**Learning Activities – Lesson Plan Steps**

This project will likely take 3-4 45 minute class periods

Pre-lesson – Students have been introduced to both Aviary Music Creator and Music Editor and are familiar with basic functions of each. Students are also familiar with the song Kookaburra.

1. Model for students how to use rhythm creation sheet on the promethean board by placing one rhythm on each line. Create a second example with students. Remind students to use each rhythm at least once in their four examples
2. Have students create four measures on the provided lines.
3. Show students on the back of the sheet how written rhythms will translate to Aviary’s Music Creator to be inputted.
4. Model for students how to input rhythms.
5. Model for students how to assign one rhythm to one instrument.
6. Have student assign one rhythm to one instrument
7. Have students save work and export as an MP3.
8. Model for students how to import vocal track and their accompaniment into Aviary Music editor and line them up.
9. Have students do the same.
10. Model for students how to reduce mp3 of accompaniment from 8 measures to 4.
11. Have students do the same.
12. Listen and see if they like how it accompanies the song. If not, start a new beat with one of their other rhythms or re-open the beat and try a different instrument. If they do like how it works, re-open the project in music creator and add another rhythm to another instrument.
13. Model for students adding a second measure from their sheet to a second instrument. Export as mp3, put in music editor and listen.
14. Have students do the same with their own measures/instruments.
15. Continue adding/subtracting/editing beats/measures/instruments until student gets arrangement to their liking.
16. Model for students how to add an introduction or conclusion.
17. Have students do the same with their own measures/instruments.
18. Students will save a final copy of their project to be evaluated by the teacher and other students.
19. I will model how to evaluate other projects.
20. Students will circulate around the room and evaluate each other’s projects

**Assessment/Evaluation**

Their evaluation will be based on their effort during the process as well as their finished creation.

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| --- | --- | --- |
|  | Process | Product |
| Beginning Understanding (BU) | Student showed little to no initiative or motivation to complete the project.  Student was off-task more often than not.  Student does not participate in evaluation aspect of project. | Student used music creator and/or editor to create an accompaniment that has no discernible pattern.  Vocal track is missing from the final product or radically misaligned with the beat.  Student used only one or two of the provided rhythms  Student used only one instrument.  No introduction or conclusion was present. |
| Partially Proficient (PP) | Student showed inconsistent motivation during the project .  Student was usually on-task, but still distracted at times.  Student only evaluates own work or does not put thought into the evaluation of others’ work. Student evaluated 1 to 3 projects. | Student used music creator and editor to create a beat that has a discernible pattern.  Student used only two or three of the provided rhythms  Vocal track was present in the final product, but may have not been lined up exactly with beat.  Student used two instruments.  No introduction or conclusion was present. |

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| --- | --- | --- |
| Proficient (P) | Student showed consistent motivation throughout the project.  Student was always on task and focused on their project.  Student evaluates own work and puts thought into the evaluation of other’s work. Student evaluated at least 4 projects. | Student used music creator and editor to create a beat that has a discernible pattern.  Student used all provided rhythms.  Vocal track was present and lined up exactly with the beat.  Student used two or more instruments.  Student included an introduction or conclusion. |
| Advanced (A) | Student showed consistent motivation and often took initiative to try new things during the project.  Student was always on task and often seen helping others with their own project.  Student evaluates own work and puts thought into the evaluation of other’s work. Student evaluated at least 6 projects. | Student used the music creator and editor to create a beat that has a discernible pattern.  Student varied use or provided rhythms as well as effective use of other combinations.  Vocal track was lined up with the beat and may have been repeated in the form of a round.  Student created an introduction and conclusion.  Student used four or more instruments and showed an advanced or innovative understanding of how to use them.  Student varied the pattern at the end of phrases. |

**Adaptations for special needs students and extensions for advanced students**

The two major adaptations I need for classes are for Deaf and Hard of Hearing (DHH) students and for English Language Learners (ELL). For DHH we have worked on a way to plug cochlear implants directly into the netbooks to aid with hearing. For ELL students, all processes are visually and aurally modeled. Also, examples are given on the rhythm sheet handout.

For extensions, several ideas are given in the advanced part of the rubric. Students can include both an introduction and conclusion. Students can also vary the fourth beat of their rhythms to indicate the end of phrases. Students can continue to add rhythms and instruments; which can include experimentation with complimentary rhythms. Finally, students can also use the editor to create a round.

Use the attached rubric to evaluate each project. Put a check under the appropriate grade for each criteria met. The grade with the most checks is your final grade for that student’s project. Try to evaluate at least 4 other projects.

Student name:

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| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

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| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

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| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |

Student name:

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Student name:

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|  | BU | PP | P | A | Final |
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Student name:

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| --- | --- | --- | --- | --- | --- |
|  | BU | PP | P | A | Final |
| Product |  |  |  |  |  |